

Machines

- Machines require Concentration - Coordination - Cooperation -
- Observation and Imagination -

"Each member of a cast is like a part of a machine,
a part without which the machine can't
operate and which can't operate
itself without the
machine."

Making human machines is an exciting method for developing group communication in creative movement and pantomime. In planning a machine, an individual's vision of the outcome is always revised in terms of what the other members of the group think and do.

"Although each member of a machine has a
separate role, everyone
must function
as a unit."

The Rules

1. Every part of the machine should be connected (though not always touching) to at least one other part of the machine.
2. Nearly every part of the machine should move. Use complementary and/or opposing movements.
3. The completed machine should, if possible, accomplish something - we want to see it do something.
4. Whenever possible, a variety of spatial levels, stylized movements, and contrapuntal sounds should be explored. Stretch your body and imagination.
5. One person starts a movement and a sound. Then another person comes in and builds on the first player's contribution; then a third and so on.

Building A Machine - Group Activity 1

1. Have students sit in a large circle. Get one student to stand in the center and perform a mechanical repetitive action.
2. Add another student to the action by giving them a movement that "interlocks" with the other.
3. Continue to add as many students as possible to the Group Machine.
4. Make someone the 'Accelerator Switch'. Try turning the machine off and on. Try speeding it up and slowing it down.
 - * power is shut off and the machine immediately halts
 - * machine starts to slowly run out of gas, causing it to work in slow motion
 - * machine is injected with a high potency fuel causing it to work so quickly it goes out of control
 - * the machine explodes in fast motion and comes apart in various corners of the room - rework it in slow motion

A Tour of the Plant

1. Divide into groups.
2. Each group assembles a Machine in the manner of the Group Machine assembled at the beginning of the class. The machine can be anything but it must be a fully functioning unit with some sort of abstract purpose.
3. Choose a narrator. It is the narrator's job to pretend that the audience is a long for A Tour of the Plant. Or it could be one of those How Do They Do That Documentaries. Either way the narrator explains and describes how the machine works - in cheesy detail!

Types of Machines Proposed

- International Greeting Machine - Antipollution Recycling Machine
- Rock-Crushing Machine - A Peace and Brotherhood Machine - An Ocean Surf Relaxation Machine - A Create a Solar System Machine - A Mean Machine - A Graduation Machine -

The Real Deal Machine Game

1. Divide into groups.
2. Each group sends a representative to the teacher to choose a card with a type of real machine on it.
3. The group leaves the immediate area and has 3 minutes to construct the machine described on the card.
4. The groups get back together and activate their machines.
5. Once a group has completed their presentation the rest of the class tries to guess the machine that they have created.

Types of Machines Proposed

- A Photocopier - A Printing Press - A Sewing Machine - A Typewriter - A Light Bulb - A Vacuum Cleaner - A Blender - A Steam Roller - A Lawn Mower - A Microwave Oven - A Can Opener - A Cell Phone - A Garbage Disposal - A Dryer - A Table Saw -

A Service Machine - Extension of Above

1. Go back to the same machine and polish it. Students try to focus upon their individual purpose within the machine.
2. This time, when the machine is all put together, instead of a narrator describing the machine, each team member must explain what their function is. They must outline how important they are, what kind of shape they are in and how they get along with the other parts. You can use this as a forum for discussing complaints you might have or anything else that comes to mind about your involvement in the actual machine.

The Fantasy Machine Production Piece

1. Divide into groups.
2. Each group sends a representative to the teacher to choose a card with a type of fantasy machine on it.
3. The group leaves the immediate area and begins planning and practising activating the machine.
4. The machine must incorporate some sort of music. It can be taped or live.
5. The machine may incorporate outside objects or levelling apparatus - but it does not have to.
6. The machine should incorporate sound effects made by individual members of the group.
7. The activation of your machine is your performance piece. You will be asked to perform your machine's function at least twice. DO NOT INFORM ANYONE WHAT THE PURPOSE OF YOUR MACHINE IS. The class will try to guess the function of your machine. Once the machine has been identified they machine is reactivated and then adjudicated by students and your instructor.

Machine Group Production Piece Planning Guide

GROUP MEMBERS

THE PURPOSE OF MY MACHINE

PROPOSED PARTS

SOUND EFFECTS AND SOUND TRACKS

Instructor's Rubric - Machines

1.	Purpose Evident	1	2	3	4	5
2.	Logical Evolution	1	2	3	4	5
3.	Concentration	1	2	3	4	5
4.	Imagination	1	2	3	4	5
5.	Sound Effects	1	2	3	4	5
6.	Music	1	2	3	4	5
7.	Blocking	1	2	3	4	5
8.	Animation	1	2	3	4	5
9.	Interaction	1	2	3	4	5
10.	Overall Impression	1	2	3	4	5